**Lesson Plan -** **US History**

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| **Course: US History** | **Unit 1 – Civil War and Reconstruction** | **Instructor: McDonald** |

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| **Objective:** Students will be re-introduced to the Origins of the American Nation and its relationship to our modern society. | **Date(s):** | |
| **Standard/Benchmark:**  [LA.1112.1.6.1](http://connected.mcgraw-hill.com/ssh/DA1BAB62-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.1.6.3](http://connected.mcgraw-hill.com/ssh/DA1BDB64-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.2](http://connected.mcgraw-hill.com/ssh/DA1E254A-4B74-11DB-ABAF-F681ADECFD11), [LA.1112.2.2.3](http://connected.mcgraw-hill.com/ssh/DA1E3DB4-4B74-11DB-ABAF-F681ADECFD11), [SS.912.A.1.4](http://connected.mcgraw-hill.com/ssh/AF30C56E-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.A.1.6](http://connected.mcgraw-hill.com/ssh/AF319610-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.H.3.1](http://connected.mcgraw-hill.com/ssh/AFA60162-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.2](http://connected.mcgraw-hill.com/ssh/AF5A8DFE-CCB8-11DD-A7C8-69619DFF4B22), [SS.912.G.4.3](http://connected.mcgraw-hill.com/ssh/AF5AF8CA-CCB8-11DD-A7C8-69619DFF4B22)( Common Core - RH 1, 11-12 RH 2, 11-12 RH 3, 11-12 RH 4, 11-12 RH 9, 11-12 RH 7 (**see attached standards lists**) | | |
| Essential Question: What course did the Civil War take and what role did Lincoln play in it? | | |
| **Instructional Focus (FCIM):** Compare and Contrast / Cause and Effect / Cornell Notes /Primary Source Analysis | **Materials:** Textbook, Cornel-notes | |
| **Vocabulary (for active Word Wall):** Slavery, westward expansion, Compromise of 1850, Fugitive Slave Act, Kansas-Nebraska Act, Dred Scott, Anaconda Plan, Emancipation Proclamation, Gettysburg, Appomattox, Black Codes, Carpet Baggers, 13/14/15 | **Cross Curricular Connection:** Writing and reading support Language Arts/ Reading Classes |

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| **Warm-up/Opening**: Students will engage in a primary source analysis / vocab activity prior to the start of class. Students will complete the activity on their own and instructor led discussion to follow. Instructor will rotate around the room to make sure students are focused on their work and help aid understanding. Students will also be allowed the opportunity to revisit confusing areas. | **Time10** |  | **Teacher Notes:**  **Need: COPIES OF THE GETTYSBURG ADDRESS**  **website for additional activities with this primary source :**  **http://www.whatsoproudlywehail.org/close\_reading\_activity\_gettysburg\_address** | **Instructional Strategy:**  Gradual Release - WICOR  **Instructional Strategy (Writing):** Vocabulary, SRE (statement-identify argument-Explain evidence)  **Essential Reading Strategy (Student):**  Making Connections (comprehension)/context clues |
| **Instructional Focus Lesson**:  Students will be reminded of the connections that this unit has with key comprehension tools such as cause and effect, compare and contrast, context clues, validity, reliability and bias. Relationships to our modern world will also be introduced at this time so students can make connections. | **Time**  **10** |
| **Mini-Lesson with Modeling:**  Instructor will begin discussion on the new unit. This unit will cover The Civil War and Reconstruction. The focus of today’s lesson will be “The Civil War.” Instructor will pass out any necessary handouts. Students will be required to listen, ask/ answer questions and discuss topic in order to familiarize themselves with the topic, key ideas and terms. Students will also be required to take notes pertaining to relevant information regarding the topic. | **Time**  **20** |
| **Student Work Period:** Students will engage in a primary source activity. Students will, either individually or in a group, breakdown the Gettysburg Address. Students will each get a copy and be required to answer higher order questions pertaining to the wording, significance and implications of the address. Honors: continue to work on Venn Diagram comparing ideas of equality. Group share out prior to end of class. Writing activity to close class – SRE based on the Essential Question of the day.  **WRAP- UP:** Instructor will utilize information from the day’s class to review the aforementioned topic and present students with higher order questioning. | **Time**  **45** | **Scripted Higher Order Questions**   * In your opinion was the Anaconda Plan a good plan? * Why was the Emancipation Proclamation so significant? * Do you think the South ever really had a chance to win the war? | |
| **Closing:** Review / Expectations / Final Questions  **Assessment:** Class work (see above)  **Homework:** Packet with identifications and higher order questions | **Time**  **10** | **Reflection on Lesson** | |

**See Attached for information below**

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| **Data Utilized to Identify Students for Differentiated Instruction:**  **Formative and summative data from class test, state tests and individual observation.**  **Marzano’s 9 High-Yield Strategies**   1. Identifying Similarities & Differences 2. Summarizing & Notetaking 3. Reinforcing Effort/Providing Recognition 4. Homework & Practice 5. Nonlinguistic Representations 6. Cooperative Learning 7. Setting Objectives & Providing Feedback 8. Generating & Testing Hypotheses 9. Cues, Questions, & Advance Organizers | **Differentiated Instruction**  **Small Group – Intensive**  Assignment(s):   * Syllable pronunciation * Vocabulary * Reading accuracy * Building word knowledge * Sentence level instruction   Student(s):  .    Yet to be determined | **Differentiated Instruction**  **Small Group – Proficiency**  Assignment(s):   * SQ3R * Reciprocal Teaching * Vocabulary sounding/roots, affixes/meaning * Graphic organizers * Sentence and paragraph level instruction   Student(s):  Yet to be determined | **Differentiated Instruction**  **Small Group – Enrichment**  Assignment(s):   * Two Column notes * Activate background knowledge * KWL Chart * Think-Pair-Share * Text Features (main idea, context) * Extended discussion for meaning   Student(s):  Yet to be determined |

Questions: 1. What does “Four score and seven years ago” mean? [87 years, i.e. 1776]  
2. What sort of language is this, and why might Lincoln have used it? [Biblical language, from[*Psalms 90:10*](http://biblehub.com/psalms/90-10.htm); its usage is a way of stressing that the Founding—1776—is now beyond everyone’s living memory.] 3. What is Lincoln referring to in this first sentence? [[*Declaration of Independence*](http://www.whatsoproudlywehail.org/curriculum/the-meaning-of-america/declaration-of-independence), not the Constitution, is the birth of the nation.]  
4. What is the purpose of the address that Lincoln is giving? 5. Why does Lincoln say that “**we** can not dedicate—**we** can not consecrate—**we** can not hallow—this ground?” Cite evidence from the text in your response. 6. What then can **we** do? What does Lincoln say is the task “for us the living?” Why?  
7. What was “**that cause** for which they gave the last full measure of devotion?” Do you think all of the soldiers who died fighting at Gettysburg were fighting for the same cause? Why or why not? [Note: the cemetery was for the Union dead, only]  
8. In the last clause, what is meant by government “**of** the people, **by** the people, **for** the people”?